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ABSTRACT

Brief profiles of 51 exemplary innovative schools are presented in this document. Many of the schools belong to the Associated Network of Individually Guided Education (IGE) Middle, Junior, and Senior High Schools. A 1978 conference of IGE schools identified successful practices for individualizing schooling related to one or more of the following nine components: (1) shared decision-making through a systemwide committee and instructional improvement committee, (2) instruction and advisory units headed by a team of teachers, (3) individual instructional planning for each student, (4) compatible curricular materials, (5) monitoring and improving programs through systematic evaluation, (6) cooperative school community efforts and communication, (7) community learning and work experiences for teachers, (8) intellectual, technical, and material support provided by the systemwide program committee, instructional improvement committee, the state education agency, and teacher education institutions, and (9) research and development conducted by school personnel and cooperating individuals and agencies. The schools included in this document include 27 middle or junior high schools and 24 senior high schools. A concluding chapter lists selected references on secondary education, and an appendix contains the agenda of the second annual IGE Secondary Conference and a list of resource persons. (Author/JM)

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Working Paper No. 231

PROFILES OF SUCCESSFUL INNOVATING SECONDARY SCHOOLS: ASSOCIATED NETWORK OF IGE MIDDLE, JUNIOR, AND SENIOR HIGH SCHOOLS AND OTHER SCHOOLS WITH INNOVATIVE PROGRAMS, 1978

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- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

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WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

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ABSTRACT

In this working paper, profiles of successful innovating secondary schools are indicated. Included are 27 middle and/or junior high schools and 24 senior high schools. These schools form the Associated Network of IGE Junior, Middle, and Senior High Schools and other schools with innovative programs as of 1978.

PREFACE

In the past few years educators have witnessed a dramatic rise in interest in secondary schooling. Since 1974 several reports have surfaced which directly challenge the efficiency and success of America's secondary schools (Coleman et al., 1974; Gibbons, 1976; Newcomer et al., 1975; Passow, 1976; Wirtz et al., 1977; Martin et al., 1976). Common themes in these reports include the increasing depersonalization of schools, the failure to teach the basic skills, especially in reading, writing, and mathematics, and the failure of schools to maintain the vitality necessary to remain a dynamic force in American society. Some critics take this a step further and call for the abolition of schools in America (Friere, 1968; Holt, 1976; Illich, 1970). These radical critics claim that as vital forces in society, schools essentially have been dead for years. While, to paraphrase Mark Twain, the death of America's schools has been greatly exaggerated, the critics have performed a necessary service by pointing out many of our recent educational shortcomings.

But, as in other times in our educational past, educators are rising to the challenge and attempting to reevaluate the role of the secondary school. Educators are, and in some cases for several years have been, reshaping the structure and content of secondary schools in an effort to provide a challenging, stimulating, and meaningful education to young people throughout America.

This publication is an attempt to profile and highlight several exemplary secondary schools in operation today. Since the fall of 1978 we have--along with fellow staff members at the Wisconsin Research and Development Center--directed a good deal of effort toward identifying schools with exemplary programs and practices. It is hoped that this publication will aid practitioners in sharing their successful practices with others. Realizing that the descriptions provided are anything but complete, we hope they may at least serve as points of departure for schools desiring change.

Certainly there are other outstanding schools across the country that might have been included in this publication. Since the intention is for this to be an annual publication, we hope that you, the reader, inform us of other schools with exemplary programs and practices for inclusion in next year's Profiles of Successful Innovating Secondary Schools.

We wish to thank all of the school people who so generously contributed their time, information, and support. We also wish to thank Professors Klausmeier and Lipham for their support and help in making this 1978 edition of Profiles possible. Finally, thanks to John Zaremba and Louise Middendorf for their invaluable assistance.

PROLOGUE

Herbert J. Klausmeier, Chairman
IGE Secondary Steering Committee

The profiles of successful innovating secondary schools presented in this publication are a tribute to the staffs of the Associated Network of IGE Secondary Schools and the other schools listed. All of us who have participated in recent years in the reform and renewal of secondary education are fully aware of the many satisfactions that accrue to everyone as boys and girls learn and live more effectively and happily. And we also recognize the obstacles and obstructions that continue to emerge, difficult conditions that demand continuing hard work, commitment, and an unswerving faith in the positive influence of quality education in the lives of individual students and individual human beings.

Efforts of persons at the Wisconsin R & D Center for Individualized Schooling and of federal, state, and local education agencies in the development and diffusion of IGE started years ago and are continuing. I am pleased to provide a personalized account of these efforts.

During the period 1965-67, a few of us from the Wisconsin R & D Center for Cognitive Learning and persons of local school districts and the Wisconsin Department of Public Instruction started the first IGE elementary schools in four school districts of Wisconsin. In 1968, the Wisconsin Department of Public Instruction assumed full responsibility for leading the implementation of IGE/Elementary throughout Wisconsin.

In 1970, the R & D Center was funded by the U. S. Office of Education to disseminate information about the multiunit organization of

IGE/Elementary. In 1971, the U. S. Office of Education provided funds for the R & D Center to work with state education agencies and local schools in the implementation of the multiunit organization of IGE/Elementary and the Word Attack area of the Wisconsin Design for Reading Skill Development. The National Institute of Education provided monies for further implementation of various components of IGE/Elementary developed by the staff of the Wisconsin R & D Center during the period 1972-1976, including four curricular and/or instruction programs: Prereading, Wisconsin Design for Reading Skill Development, Development of Mathematical Processes, and Individually Guided Motivation. I directed the continuing IGE Teacher Education Project, funded by The Sears-Roebuck Foundation through 1977. During 1972-1977, we subcontracted to have nine sets of multimedia teacher-education materials prepared which focus on IGE at the elementary and middle school levels. We also aided the educational leaders of 14 states to form State IGE Networks. The R & D Center aided the leadership of 11 other states.

Starting in 1970, the implementation staff of the R & D Center and Russell W[illegible] of the Wisconsin Department of Public Instruction aided some middle, junior, and senior high schools of Wisconsin to start IGE practices. Workshops were held also for interested secondary school persons of the states having IGE elementary schools. From these cooperative efforts, a number of middle, junior, and senior high schools started IGE instructional practices and the supporting administrative, organizational, and advisory arrangements. A network of these schools was formed and it has continued without monetary support from the R & D Center.

The Basic Skills Group of the National Institute of Education approved proposals to carry out research and development, starting in 1977, directed toward the improvement of teaching and learning in the basic skills through individualized secondary schooling. NIE has chosen to fund work only in reading, mathematics, and writing. A position paper regarding Individually Guided Education/Secondary was prepared and served as a basis for some of the discussion at our 1977 annual conference of innovative secondary school personnel. The persons participating in the 1977 conference as well as those of us of the R & D Center identified and shared exemplary practices, which were the basis for the 1977 publication of Features of Successful Secondary Schools. Additionally, we started our research and development activities in middle, junior, and senior high schools.

At our 1978 conference 121 practitioners from 18 states again shared successful practices for individualizing schooling at the secondary level. They were particularly interested in sessions that dealt with instructional patterns and advisory arrangements. A position paper Prototype Plan for Cooperative Research in Basic Skills Learning and Teaching Involving R & D Center IGE/Secondary Projects and Representative Middle, Junior, and Senior High Schools served as a basis for discussion at the general sessions of the conference. Profiles of Successful Innovative Secondary Schools: Associated Network of IGE Middle, Junior, and Senior High Schools and Other Schools with Innovative Programs, 1978 is an outgrowth of this conference. In the appendices of this publication you will find the 1978 IGE/S conference agenda, a list of those

conference participants who have volunteered to serve as resource persons, and a complete list of all who attended the conference.

The practices identified at this conference and included in this publication are related to one or more of the following nine components of successful secondary schooling.

Component 1. Administrative Arrangements

Decision-making groups are formed that include district committees and councils and also building committees and councils. The primary purpose of these groups is to facilitate shared decision-making among persons, mainly among the administrators, counselors, and teachers, who are responsible for carrying out the decisions. At the district level, one basic decision-making committee is called a Systemwide Program Committee or Council (SPC). It deals with matters related to curriculum, instruction, and student advisement at the district level. At the building level, one basic decision-making committee is called the Instructional Improvement Committee (IIC). It deals with matters related to curriculum, instruction, and student advisement at the building level. These committees may have other names and whether there are other committees and councils depends on the size of the school, the school district, and many other considerations. Large schools may establish schools within the school and have more than one Instructional Improvement Committee, each headed by the principal, an assistant principal, or some other person from the administrative staff.

Component 2. Organization for Instruction and Advisory Arrangements

Instruction and Advisory Units are formed, composed of 100-250 students and a cooperative team of teachers. Each team is responsible for carrying out instructional programming for the individual students of the Unit and for advising the students of the Unit regarding educational and other matters. Each Instruction and Advisory Unit has a leader who is a teacher and who also may head a department. The number of Instruction and Advisory Units in the school and the number of students and staff within each Unit varies according to the size of the school and other local conditions. The Instruction and Advisory Units might have other names.

Component 3. Instructional Programming for the Individual Student

The main goal of Individually Guided Secondary Education is to provide instruction that is adapted to the interests, educational needs, and career goals of the individual students enrolled in the school so that they may make a successful transition from childhood to adulthood. The other components are directed toward making it possible to achieve this primary goal. Instructional programming for the individual student has two facets; arranging a total educational program for the student each semester suited to the student's educational needs and career interests, and also then arranging instruction within each course to meet each student's learning characteristics. At least once per semester an instructional program is planned with each individual student that both meets the needs of the individual student and contributes to attaining the school's educational objectives. Every student attempts to attain any minimum objectives that have been set by the school. In addition to

attaining the minimum objectives through instruction in the school and, if appropriate, in the community in accordance with their educational needs and career goals.

Component 4. Compatible Curricular Materials

Student attainment of instructional objectives is promoted through the development and/or selection and use of equipment, supplies, and published instructional materials that are cost effective in terms of student learning and teacher time and effort. Curricular guides include statements of the instructional objectives, evaluation tools and procedures related to the objectives, suggested instructional materials and activities, and student record-keeping procedures. The I & A Units, IIC, and SPC, each at its appropriate level, shares decision making regarding the selection and/or development of curricular materials.

Component 5. Evaluation for Instructional Decision Making

Student learning, students' instructional programs, and the school's curricular programs are monitored and improved through systematic evaluation carried out by the I & A Unit staffs and the IIC, with technical support and assistance from the school district office and external agencies as needed. The I & A Units, IIC, and SPC, each at its appropriate level, share decision making regarding the selection and/or development of evaluation tools and procedures.

Component 6. Home-School-Community Relations

Cooperative efforts and effective communications between the school and the community are fostered. A program of home-school-community re-

lations is planned, implemented, and evaluated at each the district, school, and I & A Unit levels.

Component 7. Community Learning Experiences and Work Experiences

A program of community learning activities and work experiences directly related to the characteristics of the school population and the community is planned, implemented, and evaluated at district, school, and teacher-student levels. (This is increasingly important at successively higher levels--middle school, junior high, senior high school.)

Component 8. Supportive Facilitative Environments

The environment for learning and instruction within the school and for work and non-work educational experiences in the community is enriched through the intellectual, technical, and material support provided by the I & A Units, IIC, and SPC and by external agencies, such as the state education agency and teacher-education institutions.

Component 9. Continuing Research and Development

Student learning and personality development, instruction, administrative structures and processes, and the roles of school personnel become better understood and are improved through continuous evaluative research and development conducted by school personnel and cooperating individuals and agencies. The I & A Units, the IIC, and the SPC share decision making regarding research and development conducted in the school.

Ames High School

20th and Ridgewood
Ames, Iowa 50010
515-232-8440
Principal: Ralph Farrar
Assistant Principals: J. Barbara Alvord and Bill Ripp
Enrollment: 1362
Grades: 9-12

Ames High School is organized into four units which correspond to traditional departmental arrangements. The school has basic skills programs in mathematics and English, with a writing class required of all students. At Ames, students are involved in selection of courses; available to them are choices from an extensive elective program. Flexible scheduling, interdisciplinary teaming and such instructional techniques as small group work and independent study are employed. Work study programs and the Experience Based Career Education program are available to most students. Additionally, through an "Action Learning Program" students have an opportunity to become involved in community activities.

Facilitating these instructional arrangements are vertical curricular committees, as well as management curriculum committees. The faculty is planning to present to the Board of Education this spring a modified plan of minimum competencies required for graduation.

Brookfield East High School

3305 Lilly Road
Brookfield, Wisconsin 53005
414-781-3500
Principal: A. O. Smith
Enrollment: 1561
Grades: 10-12

Course offerings at Brookfield East High School are designed to meet the individual needs and learning styles of students. One hundred sixty-three course offerings are available to the students. Independent study courses are featured in science, mathematics, English, art, and industrial education; a wide variety of electives are also available for student selection. Team teaching is utilized in foreign languages, physics and advanced chemistry; considerable multiaged grouping is also used. The school boasts an exceptional learning disabilities program designed to meet the individual needs of students. A remedial program operates in developmental reading, consumer education and career math. East also has an excellent program for the gifted. Work study and released time programs are options for seniors; approximately one-half of the senior class is involved in this program. To assist in selection of courses, all departments have well developed curriculum guides which include educational objectives, evaluations measures, and record keeping procedures. There is an orientation program for sophomore students and parents; conferences with parents of 11th and 12th grade students are held for scheduling purposes. Departmental chairpersons along with English and math teachers assist students with course programming. The overall scheduling function is the responsibility of the guidance staff.

Lee Burneson Junior High School

2240 Dover Road
West Lake, Ohio 44145
216-871-7661
Principal: Donald Thrall
Enrollment: 489
Grades: 7-9

The staff at Lee Burneson is now in the process of reorganizing a 7-9 grade junior high into a 6-8 grade middle school. The educational specifications have been written for the school architect, and the staff has begun work on stating middle school philosophies and objectives. In the new program modular and block scheduling will be used to help organize and implement the curriculum.

A basic skills program is already in place in English and math. A continuous program for growth along with mini courses developed by teachers to meet varying student needs are also in operation in the English department. This area and the remedial reading class are rated as outstanding by Principal Thrall. Instructional techniques such as flexible grouping, independent study and self-paced learning are employed in many areas, but particularly in English and science.

Counselors play a major role in the scheduling of students and consider the unique needs of both students and staff in this process.

Byers Junior High School

150 South Pearl Street
Denver, Colorado 80209
303-722-4668
Principal: Michael Peterson
Enrollment: 630
Grades: 7-9

Because of poor attendance and lack of interest in the past, Byers has initiated, through Title I funding, a program called "Hold the Youth." Its focus is on the basic skills of reading, English and mathematics. The program is designed for students in grades 7-9, and is taught in self-contained classrooms by teaching teams. "Hold the Youth" and other programs, like "Community Work Experience" (which features a half day of work and a half day in a self-contained classroom), are aimed at making education a valuable experience for all youth.

To aid in instruction Principal Peterson requires his staff to develop educational objectives. Teachers select specific objectives, design specific strategies and methods to attain them, and measure and report the results. These results are turned in at the end of the school year.

To assist in decision making, Mr. Peterson has a Building Committee, elected by the faculty, designed to work on school matters with him and other members of the administrative staff. He thinks the entire program at Byers "outstanding" and credits this to a hardworking, dedicated faculty.

Cedarburg High School

W68N611 N. Evergreen Blvd.
Cedarburg, Wisconsin 53012
414-377-6030
Principal: Raymond H. Behnke
Assistant Principal: Jerry D. Thomas
Enrollment: 1350
Grades: 9-12

Cedarburg has a unique program featuring two schools within the larger school. One "school" is the basic skills school, which focuses on the academic areas of English, mathematics, social studies, science and reading, as well as career education. Team teaching is common and the enrollment ceiling in the basic skills program is thirty students per class. The other "school" is a continuous progress school. Here there are one hundred students per class. The students decide if they wish to be in the continuous progress program. Both the basic skills school and the continuous progress school feature outstanding advisor/advisee programs.

Cedarburg is in the process of developing a schoolwide system of objective-based instruction. The staff is currently identifying minimum competencies which students eventually will need to meet in order to graduate.

Chalmette High School

1101 East Judge Perez Drive
Chalmette, Louisiana 70043
504-271-4506
Principal: Wayne Warner
Assistant Principals: Betty Moody, Larry Lowan and Lynette Weiss (Acting)
Enrollment: 1300
Grades: 9-12

The most unique and exciting feature of Chalmette's instructional program is that a student's schedule can, and often does, change on a daily basis. Students meet every day with their teacher-advisors. Based on these meetings course schedules are tailored to best meet the student's academic and vocational needs. For example, if a student completes a unit of instruction earlier than others, this student has the option of moving to another subject department area and either working on uncompleted units, or beginning new ones.

Instruction at the school is organized to allow large group presentations, small group discussions, and independent study. For each unit of work within a quinmester (there are five such nine-week periods throughout the year including summer sessions) learning packages are prepared by the staff which outline the purpose of the unit, objectives to be achieved, subject matter to be covered, materials to be used, and a suggested time frame.

The program at Chalmette is an integral part of a districtwide K-12 continuous progress instructional system.

Craig Senior High School

401 South Randall Avenue
Janesville, Wisconsin 53545
608-754-7757
Principal: William McBay
Assistant Principals: Pat brooks and Dalton Schoening
Enrollment: 1682
Grades: 10-12

Janesville Craig has a basic skills program which focuses on reading and writing in business education, English and humanities. Interdisciplinary teaching is practiced in the humanities program and multiaged grouping occurs (or will soon occur) across all grade levels in social studies, English and home economics. Craig also has an "Adjusted Studies" program for its LD and ED students. Principal McBay meets monthly with his Instructional Managers to discuss Craig's program. He also holds monthly "input" coffees with parents and interested members of the community.

Crescent Valley High School

4444 NW Highland Way
Corvallis, Oregon 97330
503-757-5801
Principal: Robert R. Payne
Assistant Principals: Diana Mendenhall, John Thomas, Robert Tretford
Enrollment: 1185
Grades: 9-12

Crescent Valley High is organized into three "houses" each with approximately 400 students and 25 faculty members. To a large extent each is autonomous. As Principal Payne relates, "The relatively small size of the houses makes it possble for students to develop a more personal sense of being a member of the school community. This organization plan also promotes better teacher-student relationships. Each faculty member in a house works closely with a small group of students. Within these groups, much advising, guidance, and discussion of common school problems takes place. Since each house has access to the same equipment, materials and course offerings, the advantages of a large high school are maintained."

Each house has a coordinator. While the principal is responsible for the total school program, the House Coordinator assists with the planning and development of the house organization and its relation to the total school. The House Coordinator also teaches full time.

Instructionally, Crescent Valley has school-wide objectived-based instruction. They also have a list of 109 minimum competencies that all students must complete for graduation. Basic skills programs exist in mathematics, English and social studies. Mathematics has a strong program of individualized instruction. Payne states that in these

individualized classes students "work at their own rates of speed and at a level corresponding with their own competencies."

One other unique feature of the Crescent Valley program is their "X Period." Every day, for forty-five minutes teachers and students have one unscheduled period. Students can use this time to make up work, meet with teachers, attend club meetings, or whatever. Teachers also have options during X Period. Many use the time to work with students or to sponsor co-curriculum activities. As Payne states: "Many former graduates who have attended college indicate that X Period in high school provided them with the experience of using time more efficiently when attending college."

Darlington Junior High/Middle School

627 N. Main Street
Darlington, Wisconsin 53530
608-776-4021
Principal: C. Scott Huth
Enrollment: 350
Grades: 5-8

During the past four years, Darlington Junior High/Middle School staff members have redefined the school philosophy and implemented a change program to more effectively meet student needs. According to Principal Huth, "We have gone about the change slowly and still have many areas we want to grow into--such as a more sophisticated teacher-advisor program and improved objective-based curriculum." Objective-based instruction, multiage grouping and team teaching characterize Darlington's organization for instruction. The Allied Arts Team has developed an interdisciplinary curriculum which is one outstanding feature of its program.

An Instructional Improvement Committee is responsible for making school-wide instruction decisions. "Since the school district allows only one additional day for IGE inservice, the staff has done much of the planning and work after hours. The fine cooperation and team spirit have been the key to our successes," according to Principal Huth.

Dickason School

400 S. Dickason Blvd.
Columbus, Wisconsin 53925
414-623-2222
Principal: J. M. Thompson
Assistant Principal: Michael Piekarski
Enrollment: 383
Grades: 4-8

At Dickason School two complete IGE units operate in grades 4-6. In grades seven and eight students are divided into two units and are served by three different interdisciplinary teams consisting of the language arts/social studies team, the science/math team and the Allied Arts team. The school has multiage grouping, utilizes objective based instruction and employs instructional techniques such as small group instruction and independent study.

An Instructional Improvement Committee meets weekly to plan and coordinate the overall program. According to Principal Thompson, "The highly individualized curriculum packages and the mini course program are two outstanding areas of the educational program."

East Junior/Senior High School

1000 South 70 Street
Lincoln, Nebraska 68510
402-489-7121
Principal: Bill Moss
Assistant Principal: Loy Marotz
Enrollment: 1976
Grades: 7-12

East High is divided into learning communities and an alternative school. Regarding decision making in the learning communities, teachers have input through department chairpersons, as well as interdisciplinary learning community leaders. East also has a PIC, which consists of administrators, teachers, parents and students from each grade level. The parents on the PIC are representatives of a parent group called the Community Advisory Council.

East has several functioning basic skills programs. Two are interdisciplinary. The subject areas involved include English, social studies, mathematics and biology. East utilizes objective-based learning and plans to develop a systemwide set of minimum competencies to be required for high school graduation.

To supplement the required curriculum East has a number of elective courses available to students. It also has numerous work-study and community education experience options open to students. These include Experience Based Career Education, Distributive Education, Volunteers in Action, and, through the industrial arts department, the Co-operative Trade and Industry program. To guarantee awareness of these programs, East teachers serve in advisory capacities and meet with students on a daily basis.

Edison Junior High School

442 Alpine Drive
Green Bay, Wisconsin 54302
414-469-0611
Principal: Duane Hoerning
Assistant Principals: J. Jack Seroogy, Al Breitlow
Enrollment: 1700
Grades: 7-9

Minimum competency tests are being used at Edison in language arts and math; students unable to meet the established minimum competencies are assigned to special remedial programs. On a schoolwide basis, unipaks developed by staff members are used extensively to meet individual student needs. One interdisciplinary team of three teachers works at the eighth grade level to meet student needs in language arts, math and social studies. This team instructs 75 eighth graders in the morning and another 75 eighth graders in the afternoon.

The staff is in the process of organizing a teacher/advisor system. A comprehensive Parent Inservice Program serves to keep parents informed and encourages their involvement in the educational program.

Edison Junior High School

1649 South Chatham
Janesville, Wisconsin 53545
608-754-8144
Principal: Clarence Hammarlund
Assistant Principal: Fabian Prestil
Enrollment: 1081
Grades: 7-9

Basic skill programs in reading, writing and math are in place at Edison. At the seventh grade level, students are assigned to one of three interdisciplinary teams for instruction in math, reading, language arts, science and social studies. Teachers of eighth and ninth grade students plan together on single discipline academic teams. Statements of objectives, descriptions of activities that achieve the objectives and related evaluation systems exist as a part of the instructional program on most teams. In describing an outstanding area of the school's program, Principal Hammarlund says, "We like to think we serve the unique needs of youngsters with a humane, unique program that is flexible enough for 12-14 year olds to operate within. Outstanding are some features in every subject area, with particular strength in music for all students."

The administrative organization consists of: an Instructional Improvement Committee which meets bi-weekly; an Executive Committee of principals and counselors; a Diagnostic Prescriptive Team which meets monthly; and an active student council.

Franklin Junior High School

450 N. Crosby Avenue
Janesville, Wisconsin 53545
608-752-9437
Principal: Richard J. Iglar
Assistant Principal: Edward E. Connors
Enrollment: 956
Grades: 7-9

An open lab in physical education and independent student project work in academic subjects are both effective instructional techniques used at Franklin Junior High School to meet student needs. Teachers meet daily with students in an advisor/advisee relationship to plan course work, monitor achievement and progress, assist in scheduling and provide personal guidance.

Several areas considered outstanding by Principal Iglar included: the Consumer Unit in Home Economics; Co-ed Units in Physical Education; the Calculator Unit in Math; the Science and Reading program; the Social Studies curriculum and the learning disabilities program. Future plans at Franklin involve the development and expansion of a comprehensive reading program.

Glen Ridge Middle School

235 Ridgeview Avenue
Glen Ridge, New Jersey 07028
201-429-8300
Principal: David Maltman
Assistant Principal: Richard Schuck
Enrollment: 567
Grades: 5-8

Glen Ridge Middle School is organized on the premise that "Children in the 10-14 age group are different from primary school children and high school students, and their unique individual needs should be met." An interdisciplinary team approach to instruction is utilized that allows for flexible scheduling and planning within each of the five teams. There is multiage grouping over a two year grade span (fifth and sixth, sixth and seventh, seventh and eighth). Programming centers on objectives and skills. Children move through the instructional programs as they master skill sequences in each subject area. Early completion or a fifth year program is possible. Flexible groupings, independent study, self paced learning and continuous progress scheduling are instructional techniques teachers utilize. An advisor program is in place with teachers meeting on a weekly basis with their advisees. A Program Improvement Council consisting of the principal, assistant principal and team leaders facilitates the school's shared decision making philosophy.

The School District of Glenwood

Highway 170
Glenwood City, Wisconsin 54713
715-265-4266
Principal: Al Beeler
Assistant Principal: Gene Roland
Enrollment: 518
Grades: 6-12

Principal Al Beeler notes that the district "is currently in the process of examining the senior high curriculum through an in-depth self-study of the school's academic program." A series of inservice workshops and brain storming sessions that included community, professional educator, student and staff input were structured to explore the question "What should students at Glenwood be taught . . . during their formal schooling years?"

As a staff development project, thirty-three staff members enrolled in a course designed and taught by Beeler on "Alternatives to Traditional Education." Emphasized were such concepts as block time instruction, shared decision making, unit meetings, teacher/advisor systems, small group instruction, criterion-based learning, performance-based learning, contracting and programmed instruction.

Throughout this study Glenwood is exploring the possibilities of implementing various IGE/S components. An example is the successful implementation of a schoolwide Instructional Improvement Committee. Another area of exploration is the instructional programming model. Beeler states that "By May '79, the staff at Glenwood should have developed a continuous progress instructional program for grades six through twelve. Implementation of the [illegible]iculum is scheduled for September '79."

Granite Falls High School

450 9th Avenue
Granite Falls, Minnesota 56241
612-564-4801
Principal: Douglas McCoss
Enrollment: 564
Grades: 7-12

Each teacher at Granite Falls is an advisor to 20-25 students. Advisors are primarily responsible for planning programs for students, arranging parent conferences and facilitating human relations activities. The instructional program includes required objectives in basic skills, problem-solving and decision-making skills. There is a special emphasis on developing basic skills programs at the junior high level. Independent student projects allow considerable latitude for making educational choices.

The administrative arrangements include Instructional Leaders in most departments. These Instructional Leaders have budget, curriculum and limited supervisory roles in addition to teaching responsibilities. Instructional Leaders function as an advisory committee for the school.

Hanley Junior High School

951 N. Hanley Road
University City, Missouri 63130
314-727-1070, ext. 255
Principal: Gerald Somers
Assistant Principals: Sam Austin, Joe Dixon, and Michael Reed
Enrollment: 1123
Grades: 8-9

At Hanley the curriculum is well planned to meet student needs at all levels. A variety of semester and year long courses are offered. Basic skills are stressed in English, math and reading. An alternative learning program (ALP) is offered by one interdisciplinary team for a selected group of students in grades 8 and 9. The arts realized through students (ARTS) team is composed of teachers with specialities in English, social studies, art, dance and music. Multiage grouping is utilized in this program.

Teachers meet students biweekly during an advisory time to assist with course work, scheduling and personal guidance. A faculty advisory planning team aids in structuring the advisory system and is the channel for the implementation of new ideas.

A faculty steering committee made up of volunteer faculty members meets as necessary to deal with schoolwide problems and serves as a liaison between teachers and the administrative staff.

Heinold Junior High School

2240 Baltimore Avenue
Cincinnati, Ohio 45225
513-542-9000
Principal: Alfred Morris
Assistant Principal: Ed Hawkins
Enrollment: 538
Grades: 7-9

Heinold Junior High currently has two IGE learning communities each consisting of eight certificated and five classified staff and 280 students. The IGE units are designated as alternative schools within the traditional school. The two teams are each staffed with a mathematics, social studies, English and science teacher. Frequently, they employ interdisciplinary team teaching practices. The staff hopes to implement single discipline teaming in the 1978-79 school year. The IGE units also practice objective-based instruction, though this aspect of the program is still developing. Flexible grouping, self-paced learning and independent study are all important features of the IGE program. The units utilize a computer terminal for diagnostic and prescriptive teaching.

At the organizational level, the school has a Program Improvement Committee for internal coordination between teaching communities. A Systemwide Program Committee is now being formed to coordinate the efforts of all the IGE schools in the area and should be functional by September 1978. Support agencies that work with the Heinold staff include Miami University and the University of Cincinnati.

Josephine Hodgkins Junior High School

3475 West 67th Avenue
Denver, Colorado 80221
303-428-7503
Principal: Richard R. Chavez
Assistant Principals: Bruce H. Spinney, Nicholas W. Eichhorn
Enrollment: 1025
Grades: 7-9

At Josephine Hodgkins Junior High School curriculum committees have established basic skills objectives in math, English, science and social studies. Two learning communities consisting of students and teachers who team together to develop interdisciplinary units exist at the seventh and eighth grade levels. These teams have been in operation since the 1975-76 school year.

Presently the seventh grade team is organized into the advisor/advisee plan, however, an all school model is being devised for implementation in 1978-79. Two outstanding areas of the education program according to Principal Chavez include: "the teacher-student rapport due to the affective emphasis of teams and the increased awareness of professionalism on the part of the team teacher and administration."

Hood River Valley High School

1220 Indian Creek Road
Hood River, Oregon 97031
503-386-4500
Principal: Charles S. Bowe
Assistant Principals: Earl Fowler, William A. Willey
Enrollment: 785
Grades: 10-12

As Principal Charles Bowe notes: "The educational design for Hood River Valley High School has been developed to improve the educational opportunities of the youth it serves through the individualization of instruction." Continuing, he notes that "Our definition of individualization of instruction is: Each student will learn as he/she learns best and attain worthwhile goals which are relevant to both the student and society through a continuous set of learning experiences."

The educational design developed at Hood River Valley includes the following components: diagnosis and goal setting; a curriculum design which includes career clusters, concepts, and learning units; a detailed staffing plan; individualized teaching methods; a unique grading plan; a method of scheduling students and staff; facilities which complement the system; personalization factors for students and staff; and accountability procedures for both students and staff. In addition, the school has schoolwide objectives which all learning units of the school must meet. A basic skills program exists in grammar and mathematics, and all students must demonstrate performance of identified competencies before graduating.

Administratively, shared decision making is an integral part of Hood River Valley's program. A committee called the Cabinet, which

consists of building administrators, subject area coordinators and team leaders, and a counseling representative, are responsible for all managerial policy decisions made in the school. With regard to curriculum, a review committee approves all learning units before they can be taught and considers recommended changes in career cluster requirements.

Irmo Middle School Complex

Box 170
Irmo, South Carolina 29063
803-781-3380
Director: Bobbie McIntire
Principals: Kenneth Frick, John Temples
Enrollment: 1945
Grades: 6-8

The Irmo Middle School complex contains three campuses designed to serve 2,000 middle school students. The administrative organization system consists of two principals, four assistant principals and one director. The school functions on a "school-within-a-school" concept, with the director working jointly with principals on administrative matters. A comprehensive staff development program has aided efforts to individualize instruction.

Teachers are organized into interdisciplinary teams of four teachers each who work together to meet the needs of the 120 students assigned to each unit. A diagnostic-prescriptive basic skills program in mathematics and language arts is one outstanding feature at Irmo Middle School. Within each instructional team, flexible scheduling and a variety of instructional techniques are utilized. A Program Improvement Council assures the overall continuity of the educational program in meeting the needs of children.

Irvine High School

4321 Walnut Avenue
Irvine, California 92714
714-552-4211
Principal: Dean Waldfogel
Assistant Principals: Phil Hall, Tim Buchanan and Leah Lahle
Enrollment: 1750
Grades: 9-12

Irvine High has a basic skills program in reading, writing and mathematics. A student must demonstrate minimum competencies in these areas before graduating. Along similar lines, objective-based instruction takes place in biology and photography. To facilitate instruction in these and other areas, Irvine has an outstanding teacher/advisor program. Students are counseled on a daily basis.

For organizational purposes, the Irvine student body is divided into non-autonomous learning units. To help coordinate programs and policies Irvine has a Program Improvement Council which serves as the school's primary decision making body. The PIC consists of four students, five teachers, one paraprofessional, one unit principal and Principal Dean Waldfogel. The PIC is responsible for long-range planning, adoption of new programs and policies and needs assessment.

Johnson Creek Junior/Senior High School

111 South Street
Johnson Creek, Wisconsin 53038
414-699-3481
Principal: Don Battenburg
Enrollment: 300
Grades: 7-12

At Johnson Creek a fully developed advisory system exists at the junior high level. Interdisciplinary team teaching in English, social studies and science are strengths of the instructional program. Regarding student participation in independent selection of courses and activities, seventh and eighth grade students are allowed to select "special interest" activities, and ninth through twelfth grade students design and construct their own programs.

Weekly unit meetings are held with faculty, principal and special support personnel who are in contact with students, i.e., psychologist, speech therapist, etc. These meetings serve to facilitate a shared decision making administrative arrangement. Developing a program for the slow learner as well as for the gifted and talented are present concerns at Johnson Creek.

Lombardi Junior High School

1520 South Point Road
Green Bay, Wisconsin 54303
414-497-3880
Principal: Wayne Astin
Assistant Principal: Rossmond J. Cooney
Enrollment: 1180
Grades: 7-9

Team teaching is utilized at Lombardi in eighth grade social studies and objective based instruction is primarily emphasized in graphic arts, science and language arts. A continuous progress math course in grades 7-12 meets the individual needs of students.

A secondary curriculum council including administrators, teachers, parents and students meet to assure input in curriculum decisions. Competency tests for graduation are presently being developed at a district level in math and language arts. Department chairpersons at Lombardi work with the principals in facilitating a shared decision making arrangement.

Longfellow IGE Magnet

245 Salem Avenue
Dayton, Ohio 45406
513-223-8239
Principal: Gregory Caras
Enrollment: 613
Grades: 4-8

Longfellow's instructional programming centers on a basic skills emphasis in reading and mathematics. The ESAA Math Program and two Random House Reading Centers are rated as exceptional by Principal Caras. The reading and math programs form the nucleus of the curriculum which, according to Caras, "is determined according to the needs of individual students."

Students are assigned to any one of four multiaged learning communities where the teachers plan in order to tailor the program to each student's needs. A Curriculum Development Council coordinates curricular areas and helps social studies and language arts teachers develop skills for interdisciplinary team teaching. In addition, teachers meet with students for a minimum of one-half hour daily in an advisor-advisee relationship to plan course work, monitor achievement, assist in scheduling and provide personal guidance.

Madison East High School

2222 E. Washington Ave.
Madison, Wisconsin 53704
608-244-4731
Principal: Dale Watt
Assistant Principals: Louis Swedarsky, Doug Mullen, Darlene Hancock, Bob Reif

Enrollment: 2400
Grades: 9-12

An excerpt from "Alternatives at East High School" summarizes the philosophy of East High School: "Through smaller class size, individualized and small group instruction, relating subject matter to 'everyday situations,' field trips, resource speakers, curriculum coordination (English and social studies), parent contact, Basic Skill development, etc., we hope to generate the educational impetus that will hold these individuals in school and help to create a positive educational experience." East tries to live up to this philosophy by presenting students with a variety of learning options. These include a community service program; a "Walkabout" program for seniors, aimed at providing a transition between the high school and adult years; multi-ethnic social studies classes; a HERO career exploration program; various work audit opportunities; and a Future Farmers of America organization. East also has a basic skills program in mathematics, English and social studies. Teachers meet daily with students in an advisor/advisee capacity, yet juniors and seniors do "self-scheduling" in all aspects of this program.

James Madison Memorial High School

201 S. Gammon Road
Madison, Wisconsin 53717
608-831-2020
Principal: Richard Schafer
Assistant Principals: Harold S. Rebholz, John Olson, Mark Weiss, Charles Ellis
Enrollment: 2036
Grades: 9-12

At Memorial High each assistant administrator serves as a "principal" to one of the four classes. The administrator remains with the same class from the freshman through senior year. Each of these administrative assistants, along with Principal Richard Schafer, constitute the "Administrative Cabinet." The four "principals," along with Department Chairpersons and selected others, comprise the "Instructional Cabinet" responsible for many of the curriculum decisions made in the school.

In the instructional area, Memorial offers students a basic skills program in the language arts, social studies and physical education areas. The language arts program follows a K-12 skills emphasis, whereas the social studies program is goal directed and learning style oriented. The social studies and language arts departments also practice interdisciplinary team teaching. Of the 184 courses offered at Memorial, 140 of them are available with multiaged grouping of students for instruction. The school also experiments with numerous instructional techniques. Objective-based instruction is practiced more extensively in some disciplines than in others. For example, all mathematics and business courses follow the principles of objective-based instruction.

Regarding guidance, teachers meet daily with students for guidance purposes. Teachers provide guidance in both the affective and cognitive domains. This emphasis fits in well with what the school considers one of the outstanding aspects of the program: the "humanization and personalization . . . of the school environment."

Mariner High School

3551 McKnight Road
White Bear Lake, Minnesota 55110
612-429-5391
Principal: Tim Rummel
Assistant Principal: Charles L. Whitcome
Enrollment: 1400
Grades: 9-12

All courses at Mariner are based on objectives and planned activities. Certain areas of the curriculum, most notably art, mathematics, chemistry and physical education, are more advanced in this area. The school also has a basic skills program designed for students with varying degrees of proficiency. The curricular areas covered in this program include reading, mathematics, writing, literature and science. Instructionally, the school utilizes team teaching in grades 9-12 and multiaged grouping in grades 10-12. Principal Rummel also regards independent study as "an essential part of our curriculum with courses meeting for a variety of meeting patterns and times."

Administratively, leadership responsibility is delegated to Area Coordinators and Assistant Coordinators. These coordinators facilitate communication as well as serving on the various decision making councils in the school.

Marshall Junior High School

408 S. Main Street
Janesville, Wisconsin 53545
608-754-5566
Principal: Roger Kussmann
Assistant Principal: Don Dietz
Enrollment: 1153
Grades: 7-9

"Our career education, mini course, special education and extra curricular programs all deserve special note at Marshall," says Principal Kussmann. "Generally, we have an above average total program." Basic skills are stressed in all areas. The seventh grade social studies program is process oriented and the teachers plan and implement this program together.

The guidance program, through group guidance techniques, encourages the involvement of parents, teachers and students in course selection. A work experience and career education program also are in operation at Marshall. Improving the student advisement program is one area of concentration at this time.

McClure North High School

705 Waterford Drive
Florissant, Missouri 63033
314-595-2300
Principal: Bill Hampton
Assistant Principals: Carl Jason, Larry Kreyling, Doloras Graham, Martin Tempel
Enrollment: 2200
Grades: 10-12

An advisor system plays an important role in McClure's student scheduling process. Advisors dismiss their classes and meet with their advisees two hours per week. Advisors also meet with parents for evening conferences at least twice each year.

Instructionally, the school has extensive schoolwide learning objectives. McClure offers students a wide variety of course and program options. The school also features work study and community learning programs. Innovative instructional techniques include contracted independent study and continuous progress learning. A basic skills program exists in mathematics and English. To monitor and improve instruction, McClure has an Instructional Improvement Committee consisting of teachers, students, administrators and department chairpersons.

Middletown High School South

501 Nutswamp Road
Middletown, New Jersey 07748
201-671-3850
Principal: Dennis M. Jackson
Assistant Principals: John Dowling, Carol Moremen
Enrollment: 1450
Grades: 10-12

Middletown South is an open space school in its second year of operation. The school is divided into two "houses;" each house provides administrative and guidance services, along with course offerings in history, English and some foreign languages. Within each house there are sub-groups of interdisciplinary units. Interdisciplinary cross-grade (11-12) teaching occurs in English and social studies. Single disciplinary teaming takes place in physics and world geography.

Middletown South employs a basic skills program in reading and mathematics. The school also utilizes objective-based instruction in various courses of study. In certain courses, students negotiate contracts with their teachers. These contracts incorporate mastery of specific objectives and involvement in other learning activities. Independent study is another instructional technique often used. The school also features a mini-course program. English teachers serve as student advisors in this program.

North Central High School

1801 East 86th Street
Indianapolis, Indiana 46240
317-259-5324
Principal: Eugene Clones
Alternative Program: Gary Phillips
Enrollment: 4000
Grades: 9-12

North Central High has an Alternative Program which employs multi-aged grouping. Team teaching is utilized and there is an advisor system available to students. The Alternative Program actively encourages and seeks students' participation in decision making. Work study and community centered educational experiences are features in the Alternative Program. A staff development program is in operation.

North Hunterdon Regional High School District

Name of Two High Schools: North Hunterdon and Voorhees
District Address: Route 31
Annandale, New Jersey 08801
201-735-5191
Principals: North Hunterdon--Joseph Mammana; Voorhees--William Conwell
Assistant Principals: North--Irv Rissmiller; Voorhees--Carl Morrison
Total Enrollment: 2941
Grades: 9-12

North Hunterdon is a multi-unit high school. Its organization consists of a three phase program which brings together the schools within schools (called learning communities), a multi-elective system and resource centers (mini-libraries). As described in a school brochure, "Learning communities offer students personalized classroom instruction, an interdisciplinary approach to subjects and planned activities after school." Thus, while learning communities, which range in size from 25-125, can provide a degree of personalization, the student body and faculty still have access to the resources of a large school system. There are twenty-three learning communities functioning in the district. These include: one in vocational education; one in social science; two in philosophical foundations; three in math-science; one liberal arts team; two general education teams; two fine and applied arts teams; and eleven freshman teams. In addition, basic skills courses are considered central while formulating a student's schedule. The students are allowed to select from over 300 elective course offerings.

At the administration level, concensus, pluralism and shared decision making operate at all levels. The superintendent, principals, departments, learning communities, students, parents, and communities each have an advisory council. All of the above factors have worked

toward improving student and teacher attitudes, reducing truancies, cutting vandalism and lowering the number of failures.

Oregon Junior High School

200 North Main
Oregon, Wisconsin 53575
608-835-3161
Principal: Karl Ahrens
Enrollment: 440
Grades: 7-8

At Oregon teachers of math, science, language arts and social studies along with an instructional aide work together with 110 students during a block of time equivalent to four class periods. Two such teams operate at both the seventh and eighth grade levels. Students are multiage grouped for instruction in physical education, art, music, industrial arts and home economics. These teams have developed interdisciplinary curriculum units. The materials developed are called problem-centered units and are based on school-wide goals. Interdisciplinary instruction is used to complement the regular curriculum primarily in the area of basic skills. A school-wide interdisciplinary reading skill program is also in operation.

Shared decision making is facilitated through an administrative cabinet consisting of the principal, four team leaders and two representatives from the special area classes.

Parker Senior High School

3125 Mineral Point Avenue
Janesville, Wisconsin 53545
608-754-0265
Principal: Hugh Horswell
Enrollment: 1792
Grades: 10-12

Parker High has a basic skills program in English, reading, math and science. Team teaching is utilized throughout the school, especially in physical education, audio-tutorial biology, integrated social studies and communications. Multiaged grouping at all grade levels is employed in most academic departmental areas. An advisee system utilizing teachers as advisors is in operation, with students remaining with the same teachers throughout the tenth, eleventh, and twelfth grades. An Advisory Committee meets weekly to establish the advisory homeroom lesson plans. Parker employs a Variable Time Block Schedule, with a diversified course selection for juniors and seniors. Counselors work with parents on course selection. Counselors also team with the assistant principals and coordinate the work-study program. Parker hopes to start a school-within-a-school for the 1978-79 school year.

Quincy Senior High School II

3322 Maine Street
Quincy, Illinois 62301
217-224-3770
Principal: Richard Heitholt
Directors: Richard Haugh, Robert DeVries, Charles Hutchens, Larry Ehmen, George Harris, Don Kelly, James Bailey, Mike Mayer,
Assistant Principal: Howard Dewell
Coordinator: Richard Haugh
Enrollment: 1450
Grades: 11-12

At Quincy II students have the option of enrolling in one of six different schools within the larger school. The schools, each with a different educational philosophy, include the Traditional School, Flexible School, Special Education School, Contemporary School, Career Education School and Work Study School. Each school maintains a certain degree of autonomy regarding educational practices and goals. For example, some of the schools practice objective-based instruction, others independent study, and one, the Contemporary School, features continuous progress.

To staff these schools, the faculty is divided into six groups, with each group having a leader who has some released time for administrative responsibilities. Initially, extensive staff development programs were implemented to familiarize the staff with the school-within-a-school concept. Recently this has been reduced considerably and at present staff development centers around maintenance of skills for each staff member and organization of task force committees for curricular needs.

Carl Sandburg Junior High School

855 West Hawley
Mundelein, Illinois 60060
312-566-7500
Principal: Al Stealy
Assistant Principal: Jane Hance
Enrollment: 400
Grades: 7-8

At Carl Sandburg, four interdisciplinary teams of four teachers and 100 students comprise the organizational pattern. "Our learning climate, staff morale and student attitudes are strong areas at Sandburg," according to Principal Stealy. Teacher developed unipaks including goals, objectives, learning experiences, materials and evaluation techniques are used extensively in all subject areas. Students may receive the same units, but the materials will vary depending upon individual learning styles and interest. Self paced learning programs are in place in both math and social studies. An outstanding mini-course program has been developed and implemented by the staff. In describing the program, Principal Stealy says, "Because the junior high years are generally recognized as the starting point of many life-long interests, our mini-course program lends itself well to the exploratory nature of the adolescent." The 'Action Goals of the 70's' suggest that consumer, vocational and career information be available to junior high students. Our program offers an excellent opportunity to meet these student needs. Finally, the mini-course program sets aside the conformity and routine that school may represent and allows students an opportunity to choose their courses and be involved in the decision making process." Students choose from 140 offerings including such areas as beginning backgammon,

string design, chess, shorthand, typing, free to be, cosmetology, cardiopulmonary resuscitation, deaf signing and monster make-up.

Staff development at Sandburg has played an important role in the educational program's improvement. Recently the staff has been working on an affective education program and has received a three year Federal grant. Also, the Illinois Office of Education and the University of Wisconsin Research and Development Center are assisting the staff in refining a competency based educational program.

Steuben Middle School

2360 North 52nd Street
Milwaukee, Wisconsin 53210
414-475-8577
Principal: Donald Luebke
Assistant Principals: Marvin Bandy, Joel Been
Curriculum Coordinator: Russell Ziemer
Enrollment: 875
Grades: 6-8

Since 1973, Steuben has undergone the process of changing from a "traditional" junior high school to an intermediate school consisting of grades 6, 7 and 8. The philosophy and practices of this school are more child-centered than those of the more traditional subject centered junior high school. The mirror image concept between junior and senior high schools has been changed in favor of a school which is designed to be more effective in providing a transition period between the self-contained, single teacher, elementary school program and the subject centered high school.

In the change process, at Steuben, both the organizational plan and the instructional program have undergone major modification. For organizational purposes, the unit is the basic component. A unit consists of: (1) approximately 120 children; (2) four teachers; (3) a teacher's aide; and (4) the parents of the children. These four groups are directly involved in the development of the educational program for the unit and/or each individual child.

Steuben's program has been designed to function most efficiently with seven academic units. Some of the units are composed of students from only one grade level, while other units are composed of equal numbers of students from two different grades. The students in the units

are heterogeneously grouped in terms of ability. In addition to the regular unit teachers, there are three units of speciality teachers who provide services to the seven academic units. Two of the units are composed of industrial arts, physical education, music, art and home economics teachers, the third unit consists of special and exceptional education teachers. The teachers are assigned to units after consideration of individual teaching styles and personalities. Each unit functions as an independent group and is free to develop a program in a manner most consistent with its student population.

The basis for school planning and decision making is the Instructional Improvement Committee (IIC). This group, consisting of the principal, the curriculum coordinator, a teacher representative from each of the academic units and three specialist units, a union representative and an aide representative, meet weekly to determine school policies, coordinate activities and review the overall school operation. Teacher involvement in the decision making process is the key to the successful operation of the total program.

The instructional program is based on the Instructional Programming Model (IPM) which involves the concept of continuous progress for every student, and allows for student differences in rate and style of learning, educational goals and motivational level. Presently the staff at Steuben is cooperatively involved with the Wisconsin Research and Development Center in developing and implementing a competency based educational program.

According to Principal Luebke, "The benefits derived from our overall program include: improved attendance; an increased sense of group identity; increased coordination of activities and subject matter; increased flexibility; more guidance and discipline; and increased individual attention. Our program is the result of a lot of hard work, planning, and inservice training. Schools should not attempt to rush into IGE/S overnight."

Stoughton Middle School

220 E. North Street
Stoughton, Wisconsin 53589
608-873-6624
Principal: Ken Peth
Assistant Principal: Harriett Foreman
Enrollment: 770
Grades: 6-8

Selected as an exemplary school by the National Association of Secondary School Principals, this innovative middle school has been chosen as a model for educational improvement. Recently a film, Stoughton Middle School, developed by NASSP, was featured as a part of the program at both the National Conference for Secondary School Principals and the IGE/S Conference.

An original IGE school, Stoughton subscribes to a multi-level, continuous progress philosophy. Guidelines for the multi-level program encompass the math, science, language arts and social studies subject areas. The philosophy and behavioral objectives for each discipline are included within the respective guidelines. Students are evaluated by comparing their achievement to their individual ability level. The school's understanding of the child is based on daily performance, observations, tests and other services provided by resource personnel. All groupings continually change to meet individual needs.

The staff at Stoughton is committed to team teaching. Two eighth grade teams, four sixth and seventh grade teams, and one sixth, seventh and eighth grade team comprise the organizational arrangement. Each team has a common planning time built into the school day. The team leaders along with the principals comprise the Instructional Improvement

Committee.

The Advisor-Advisee system successfully operates at Stoughton. Staff members have developed a handbook which describes the roles and responsibilities of the teacher as advisor and includes many activities appropriate for use with advisory groups.

A great deal of staff enthusiasm and committment is evident when one visits Stoughton. Principal Peth attributes many of its successes to comprehensive staff improvement efforts and the dedication of staff to continually improve the educational program.

Trotwood-Madison Junior High School

3594 North Snyder
Trotwood, Ohio 45426
513-845-3050
Principal: Charles Ott
Assistant Principal: Donald Cook
Enrollment: 850
Grades: 7-8

"Our interdisciplinary teaming in open space areas, our action laboratories in math, science, language arts and social studies and our broad program of exploratory studies are all outstanding areas of the educational program at Trotwood-Madison," according to Principal Ott. Subjects are taught by interdisciplinary teams (math, science, language arts and social studies) in blocks of time. Multiage grouping is used throughout the school. Basic skills instruction in the reading program is facilitated by the Prescriptive Reading Inventory (PRI) Management System.

Students spend almost half their day in exploratory subjects of which there are thirty-seven different offerings. Another one-half period is spent in student self determined time. There is a daily 10 minute advisor-advisee period that is expanded whenever needed for specific advisor-advisee activities. Parents are actively involved in the educational program and participate in their children's course selection.

The decision making body of the school is the building curriculum improvement council comprised of the principal and unit leaders. Trotwood-Madison is a part of an IGE League of Schools through Wright State University. Evening and weekend workshops and summer institutes are provided for staff through this agency.

Thorne Junior High School

70 Murphy Road
Port Monmouth, New Jersey 07758
201-787-1220
Principal: Joseph J. Czarnecki
Assistant Principals: Marshall Culver, James Ouellette
Enrollment: 1105
Grades: 7-9

At Thorne the Individual Computation Skills Program in math and the Wisconsin Design Program in reading aid the staff in meeting the basic skill needs of students. One seventh grade cluster is now piloting an interdisciplinary team teaching approach. Daily team planning time is allotted to this cluster which facilitates its flexible grouping and scheduling approaches. "This unit is one outstanding area of Thorne's educational program," according to Principal Czarnecki. He adds, "One critical issue at this time is how to expand the cluster units while considering budget allocations to solve problems of planning time and unit leader compensation."

University City Alternative School

7401 Balson
University City, Missouri 63130
314-727-1070, Ext. 220
Director: James E. Young
Enrollment: 50 full-time and 100 part-time
(Part time students are also enrolled in the parent senior high school)
Grades: 9-12

The Alternative School is a school within the larger University City Senior High School. The school features interdisciplinary and single disciplinary team teaching, as well as multiaged grouping for instructional purposes across all grades. Teachers meet with students in an advising capacity and assist students in all aspects of their school program.

Another prominent feature of the program is the school's emphasis on off campus learning. Off campus learning sites include local colleges, social agencies and industries. Community-based learning is encouraged, as are community-based career education programs. In keeping with the strong thrust toward community involvement, members of the community share seats with administrators, students, parents and staff on the School Advisory Group.

University City Senior High School

7401 Balson
University City, Missouri 63130
314-727-1070, Ext. 241
Principal: Kieth Shahan (incoming Fall 1978)
Assistant Principals: B. C. Rubinelli, Franklin McCallis, Dan McWhorter, Herman Shaw
Enrollment: 1548
Grades: 10-12

University City Senior High features basic skills programs, mainly remedial in nature, in English, social studies, science, mathematics and reading. The school offers a rich selection of courses with a wide variety of curricular offerings within departments. These programs are spelled out in an elaborate course description book which not only states the general objectives of the departments, but of the various levels and the specific courses as well. Instructional techniques include some interdisciplinary and single disciplinary teaming in the areas of English, social studies and business, along with an extensive use of multiaged grouping. Particularly successful is the American Studies Team.

Administratively, the principal heads two teams: the Department Chairperson Team and the Advisory Council Team. Specific administrators are responsible for various departments. Requests from staff members go through the Department Chairperson first, then to the administrator in charge.

Viroqua Middle School

Viroqua, Wisconsin 54665
608-637-3171
Principal: Jerry Sines
Enrollment: 370
Grades: 6-8

At Viroqua the entire school is organized into a "school-within-a-school" framework. Of the four schools which function, one is especially designed for unmotivated learners. The advisory program allows students to receive daily guidance and direction from their advisor. Both the "school-within-a-school" format and the advisory program are rated as outstanding by Principal Sines.

Each team or "school" leader along with the principal compose the Instructional Improvement Committee (IIC) which makes all major curriculum decisions. Competencies for promotion and program development are two issues which concern the staff at this time.

Webster Transitional School

W75N624 Wauwatosa Road
Cedarburg, Wisconsin 53012
414-377-6030
Principal: Tom Pautsch
Enrollment: 775
Grades: 6-8

Team teaching, continuous progress in skill areas, individualized instruction, semi-open space and a variety of grouping practices characterize the Webster instructional program. Multiage grouping is used in the sixth and seventh grades, and all students participate in a developmental reading program. Webster teachers have developed objective based instructional programs in all cognitive skill areas. Principal Pautsch says, "Our objective based curriculum, advisor program, organizational arrangement and degree of student involvement are all outstanding areas one should consider when looking at Webster." Competency based education and strengthening parent communication are two areas of concern at this time.

A teacher advisor system is used to help students develop positive attitudes toward school. Parent advisor student conferences are held during the first and third quarters. The IGE administrative organization model is followed with the exception that team leaders are assigned administratively.

Wilde Lake High School

5460 Trumpeter Road
Columbia, Maryland 21044
301-730-5607
Acting Principal: Donald Matthews
Enrollment: 1004
Grades: 9-12

Wilde Lake High School has a detailed advisory program which outlines specific task areas for teacher-advisors for each of the students' four-year programs. Each staff member serves as an advisor for 20-25 students. In addition, there is testing in basic reading, writing and mathematics proficiencies of each student at the middle school level to determine the necessity of special skills lab programs in the high school. The school is presently at work on a similar program for social studies. The school has developed objective-based instruction in reading, writing, literature, composition, American History, biology, physics, math skills, algebra I and II and woodworking. Single disciplinary team teaching is practiced in social studies, English and science. Ungraded placement is available to all students at all grade levels. Wilde Lake High considers the individualization of instruction, especially in English, as one of the most outstanding aspects of its program.

James Williams Junior High School

Acacia Lane
Rhinelander, Wisconsin 54501
715-369-1316
Principal: John Jarvis
Enrollment: 633
Grades: 7-8

"Instructional techniques such as flexible grouping, independent study, self-paced learning and continuous progress scheduling are utilized particularly in the 7th grade social studies and science programs, and the 8th grade science, political science and career education programs. Science, home economics, industrial arts and health rate as outstanding areas of the program," says Principal Jarvis. Of current concern to the staff is how to more effectively individualize instruction. At Williams a curriculum council facilitates the shared decision making philosophy. Work study and community based educational experiences are also part of the program.

Leland P. Wilson Junior High School

599 Matianuck Avenue
Windsor, Connecticut 06095
203-688-3606
Principal: Lawrence Dennis
Assistant Principal: James R. Snyder
Enrollment: 583
Grades: 7-9

"Our 7th grade science program and reading program are both outstanding," says Principal Dennis. The Wisconsin Design for reading skill development is used. Additionally, English, math and writing basic skills are emphasized. "A very fine record keeping system is used in our individualized Continuous Progress Math Program," according to the principal. An interdisciplinary 7-8 grade team is in operation and employs a variety of instructional techniques to meet individual student needs. Shared decision making is a fact within the 7-8 grade team and all departments have department chairpersons to serve as a liaison between the teachers and administrators. Currently a decline in school enrollment and the need for greater emphasis on citizenship instruction are two areas of crucial concern at Wilson.

Woodrow Wilson Junior High School

3838 Orange Avenue
San Diego, California 92105
714-280-1661
Principal: Charles O. Lewis
Assistant Principals: Cipri Powell, Thomas Tift
Enrollment: 1362
Grades: 7-9

Wilson is a Title I school, a California Reading Demonstration school, and is on the National Dissemination Network for its "Right to Read" program. The instructional programs lend themselves to diversity within a traditional framework. Flexible grouping is achieved in the basic skills through use of prescriptions to the learning centers (reading, language, math, media, Spanish reading, career and CCTV). These centers permit teachers to prepare contracts or prescriptions that allow for self-paced learning and diverse instructional techniques. In the reading, language and math programs, objectives have been established by the teachers. Specific activities are prescribed to achieve the objectives and complete evaluations and student profile systems are used.

Staff members are currently developing an instructional program for limited and non-English speaking students. The 60 students involved will have multi-graded and multi-age languages, social studies and math classes taught in Spanish and English. Teachers working in teams will implement the program. Ninth graders at Wilson may elect to participate in a cross-age tutoring program at Central Elementary School where the reading program depends on reliable Wilson tutors.

Staff development is an exciting component at Wilson. During the

summer, teachers are paid to develop educational materials specifically suitable for the needs of students. Monthly during the school year these teachers are scheduled to present their new materials to the individual departments. This provides an opportunity to share successful, original materials with teaching peers. The English department has had outstanding participation in this area of program development.

Decision making at Wilson is a shared responsibility. Department chairpersons have regular instructional meetings with the principal, and other teachers are elected to the Principal's Advisory Committee. Parents have input through the School Advisory Committee, the PTA, and the Bi-lingual Committee. Students from the ASB are almost completely responsible for student activities.

When Wilson teachers were surveyed about program strengths, having a large assortment of high-interest reading material and the paid teacher writing time to create valuable new materials ranked highest. Use of cross-age tutors in classes also was considered very important as any additional assistance helps teachers individualize instruction and lower the adult/student ratio.

Winnequah Middle School

800 Greenbay Road
Monona, Wisconsin 53716
608-222-4192
Principal: Gjeruld Thompson
Assistant Principal: Charles Amera
Enrollment: 600
Grades: 6-8

Basic skills programs are part of the math, reading and language arts curriculum at Winnequah. Team teaching is utilized as an instructional approach in grades 6-8. In grade 6, the Wisconsin Design for Reading, the Developmental Math Program and an objective based science approach are used to meet individual student needs. Additionally, the eighth grade social studies program employs objective based instruction. The guidance area and the comprehensive reading/language arts program which involves all disciplines rate as outstanding according to Principal Thompson.

Teachers at Winnequah meet daily with students in an advisor/advisee relationship to plan course work, monitor progress and assist in scheduling. The program is enhanced through the volunteer Red Cross tutors who instruct students in such areas as teaching swimming to the handicapped and training nursing home readers.

Decisions involving intra-building issues are resolved by the total staff following a "we agree" process developed with the assistance of the University of Wisconsin Research and Development Center's IGE component.

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APPENDIX

SECOND ANNUAL IGE SECONDARY CONFERENCE

March 13-14, 1978

Sheraton Inn-Madison Gateway

Madison, Wisconsin

A G E N D A

Sunday, March 12

Room		Sessions
Balcony	4:00-8:00	Registration

Monday, March 13

Balcony	7:30-11:00	Registration
North Ballroom	8:15-8:45	Coffee and Rolls
North Ballroom	8:45-9:00	OPENING GENERAL SESSION Presiding, James M. Lipham, University of Wisconsin INTRODUCTIONS WELCOME Dean John Palmer, School of Education, University of Wisconsin Richard A. Rossmiller, Co-Director, Wisconsin Research and Development Center for Cognitive Learning
	9:00-9:30	STATUS OF IGE/S ACTIVITIES Herbert J. Klausmeier, University of Wisconsin Chairperson, IGE/S Steering Committee
	9:30-9:45	OBJECTIVES OF THIS CONFERENCE James M. Lipham
	9:45-11:00	OVERVIEW OF KEY ISSUES IN BASIC SKILLS EDUCATION Panel Discussion -- James M. Lipham, Chairperson Carol Dwyer, Director, Basic Skills Assessment, Educational Testing Service Scott Thomson, Deputy Executive Director, National Association of Secondary School Principals Larry Frase, Chief, Learning Division, Basic Skills Group, National Institute of Education Herbert J. Klausmeier, Discussant
	11:00-11:15	Break

Room	Session

11:15-12:15 INFORMATION SHARING SESSION I (Select 1)

Chestnut North — Organizing an Instructional Program in the Basic Skills--A Competency Based Approach

Chairperson: Ken Redding, Illinois Office of Education, Springfield, Illinois

Resource person: Diana Mendenhall, Corvallis High School, Corvallis, Oregon

Hickory North — Organizing and Maintaining an Advisory Program (MS, JH) *

Chairperson: Jerry Sines, Viroqua Middle School, Wisconsin

Resource person: Thomas Pautsch, Webster Transitional School, Cedarburg, Wisconsin

Maple North — Shared Decision Making--An Administrative Organization That Works (MS)

Chairperson: Douglas McCoss, Granite Falls High School, Granite Falls, Minnesota

Resource person: Ken Peth, Stoughton Middle School, Wisconsin

Cedar North — Improved Record Keeping Through Computer Applications

Chairperson: Robert Rosenzweig, Heinold Junior High School Cincinnati, Ohio

Resource person: Donald N. McIsaac, Wisconsin R & D Center

1:30-2:45 INFORMATION SHARING SESSION II (Select 1)

Chestnut North — Instructional Programming in the Basic Skills (JH, MS)

Chairperson: David Maltman, Glen Ridge Middle School Glen Ridge, New Jersey

Resource person: Donald C. Luebke, Steuben Junior High, Milwaukee, Wisconsin

Hickory North — Organizing and Maintaining an Advisory Program (HS)

Chairperson: Martin Tempel, McClure North High School, Florissant, Missouri

Resource person: Dean Waldfogel, Irvine High School Irvine, California

Maple North — Staff Development

Chairperson: Dwight Teel, Milwaukee Public Schools, Wisconsin

Resource person: Judy Lehr, Wisconsin R & D Center

* School Code: SH - Senior High School
JH - Junior High School
MS - Middle School
If there is no code, the session is appropriate for all levels.

Room	Session
Cedar North	Refinement and Renewal of Competency Based Instruction: One School's Approach (HS) Chairperson: Dennis Jackson, Middletown High School South, Middletown, New Jersey Resource person: Charles Bowe, Hood River Valley High, Hood River, Oregon

3:00-4:00 INFORMATION SHARING SESSION III (Select 1)

Chestnut North	Interdisciplinary Team Teaching Chairperson: Charles Ott, Trotwood-Madison Junior High, Dayton, Ohio Resource persons: Al Stealy, John Fisher, and Bob Snyder, Carl Sandburg Junior High, Mundelein, Illinois
Hickory North	Learning Packets and Independent Study Chairperson: Scott Huth, Darlington Middle School, Darlington, Wisconsin Resource Person: Kenneth Frick, Irmo Middle School Irmo, South Carolina
Maple North	Role of Subject Departments Chairperson: Al Beeler, Glenwood City High School, Glenwood City, Wisconsin Resource person: Donna Hicken, North Hunterdon High School Annadale, New Jersey
Cedar North	Decision Making (HS) Chairperson: Don Matthews, Wilde Lake High School, Columbia, Maryland Resource persons: Richard Heitholdt, Quincy High School II, Quincy, Illinois

4:15-5:15 INFORMATION SHARING SESSION IV (Select 1)

Chestnut North	Out of School Learning Chairperson: Donald Davis, University of Wisconsin-LaCrosse Resource person: Gary Phillips, North Central High School, Indianapolis, Indiana
Hickory North	Staff Development Chairperson: Tim Rummel, Mariner High School, White Bear Lake, Minnesota Resource person: Richard Chavez, Josephine Hodgkins Junior High School, Denver, Colorado

Room	Session
Maple North	Film showing: "Wilde Lake High School"
Cedar North	Film showing: "Stoughton Middle School"
Gateway Room	6:30-7:30 Cocktails (self-host)
Gateway Room	7:30 Banquet

Tuesday, March 14

7:45-8:30 EARLY BIRD FILM SESSION (Select 1)

Chestnut North — Film: Children Learn Mathematics: Children Learn Science

Hickory North — Filmstrip: Instructional Programming for the Individual Student

Maple North — Filmstrip: Evaluating Instructional Programs

8:45-9:30 INFORMATION SHARING SESSION V (Select 1)

IMPLICATIONS OF RECENT SECONDARY RESEARCH

Chestnut North — Desirability and Feasibility of IGE/Secondary Objectives

Chairperson: Duane Hoerning, Edison Junior High School
Green Bay, Wisconsin

Resource persons: Michael Maier, Wisconsin R & D Center
Tom Klausmeier, Wisconsin R & D Center

Hickory North — Facilitative Environments in Senior High Schools

Chairperson: Ray Behnke, Cedarburg High School
Cedarburg, Wisconsin

Resource person: John Daresh, Wisconsin R & D Center

Room	Session
Maple North	Decision Making in Senior High Schools Chairperson: Don Birr, University of Wisconsin-Eau Claire Resource Person: Noel Watkins, Wisconsin R & D Center
Cedar North	Change Strategies in Senior High Schools Chairperson: William McRay, Janesville Craig Senior High, Janesville, Wisconsin Resource person: Glenn Neiner, Wisconsin R & D Center
North Ballroom	9:45-10:30 GENERAL SESSION A Design for Evaluating Changes in Educational Structures and Processes -- Herbert J. Klausmeier
	10:30-10:45 Break
	10:45-12:00 CLOSING GENERAL SESSION James M. Lipham Herbert J. Klausmeier Continuing the IGE/S Network Cooperative Research Workshop 1:30 p.m. March 14 through 4:30 p.m. March 15 (This is the second planning workshop involving the five districts and the R & D secondary group. Persons wishing to observe are welcome to stay.) Evaluation Closing Remarks

Materials Resource Center

This center will be open for one-half hour before the morning session begins each day and during the luncheon period on Monday.

ADDITIONAL ANNOUNCEMENTS

* The Materials Exhibition Center will be open for half an hour before the first session each morning, during the luncheon period, and for half an hour after the last session each afternoon.

* The School Information Profile has to be kept up to date, of course. If your School Information Profile form has not been completed or updated, please check at the Information Desk. Otherwise the next edition of Features of Successful Secondary Schooling will not be accurate as you or we would like.

* The Advisory Committee for IGE/S.

It has been proposed that an Advisory Committee for IGE/S should be formed. Anyone can volunteer. It would be nice to have a representative from each of the groups represented at this conference. If you would be willing to serve, please leave, at the Information Desk, you name, position, etc., and an indication of your area of interests.

* The Conference Evaluation Form.

We will use this form at the last session on Tuesday morning to assess the strengths and weaknesses of this conference and provide input to the IGE/S Advisory Committee. This will help them plan next years' conference. If you cannot be at that session, please collect a form at the Information Desk and complete it before you go. We need everyone's input.

RESOURCE PERSONS

Wisconsin Research and Development Center IGE/Secondary Steering Committee:

Marvin Fruth, Dissemination and Implementation; Herbert Klausmeier, Instructional Programming; James Lipham, Administration; Donald McIsaac, Computer Managed Instruction; Wayne Otto, Reading; Thomas Romberg, Mathematics.

Center Personnel:

Dianne Eich, Dale Johnson, Beverly Morrison, Penelope Peterson

Wisconsin Department of Public Instruction:

Marvin Klein, Donald Chambers, Arnold Chandler

Illinois Office of Education:

Ken Redding

Missouri State Department of Education:

James Walter

Northwest Regional Educational Laboratory, Portland, Oregon:

Rex Hagans

The participants at the 1978 Annual Workshop were invited to leave a card indicating their possible availability as resource persons and also any tests or materials of interest. The cards were alphabetized according to the name of the school or school district and the information provided with slight editing follows:

School: D. C. Everest Middle School
Schofield, Wisconsin 54166

Contact Person: Phillip Mirasola

Materials: Teacher-staff prepared individualized English program at 8th grade level

School: Byers Junior High School
150 South Pearl Street
Denver, Colorado 80209

Contact Person:

Materials and/or information available on the following varied programs: College, A. P. courses, regular, labs, work-study (DE, CWE, ICE, HEO, HERO, OE), special education (SLIC, IPCD, SIEBD, HH) home-bound teachers, alternative education; proficiency and review tests (graduation requirements and the learning center

School District: Ferguson Florissant School District
Florissant, Missouri

Contact Person: Robin Johnson

Materials: Resource materials for advisement

School: Granite Falls High School
Granite Falls, Minnesota 56241

Contact Person: Burt Fleming

Materials: Interdisciplinary units, advisor-survival manual

School: Hanley Junior High School
951 North Hanley Road
University City, Missouri 63130

Contact Person: Jim Shucart

Materials: Advisory program appropriate to grades 8-9

School: Hodgkins Junior High School
3475 West 67th Avenue
Denver, Colorado 80221

Contact Person: Richard R. Chavez, Principal
For school visit contact:
Dr. Mike Massarotti - Executive Director, R & D
School District 50
6400 Utica Street
Westminster, Colorado 80030

Materials: Change model for IGE implementation; advisor-advisee model; IGE Instructional units (i.e., science, math and Language Arts); Hodgkin's Educational Learning Program (H.E.L.P.) overview

District: Howard County Board of Education
Columbia, Maryland 21044

Contact Person: Dr. Mo Kalin

Materials: Measurements or assessments of proficiency

School: James Madison Memorial High School
201 South Gammon Road
Madison, Wisconsin 53713

Contact Persons: Hal Rebbolz and individuals listed with materials for each category

1 - Language Arts Skills program: chart of core skills K-12 available; program descriptions 9-11 grade and electives available. (Hal Rebbolz, Caroll Theobald)
2 - Social Studies Objectives program: statement; course objectives descriptions available. (Hal Rebbolz, Dick Heskleberg)
3 - Science program: goals and/or objective statements available; course descriptions available; mini course program descriptions available. (Hal Rebbolz, Lera Lee)
4 - Math program: Goals and/or objectives statements available; traditional and continuous progress unipaks programs. (Hal Rebbolz, Ted Lasby)

5 - Physical Education: goals and objective statements; program description; three levels of proficiency and testing out alternative available. (Hal Rebbolz, Wally Scheossow)
6 - Pre Career Thrust Program: goals and/or objective statements available; program description available. (Hal Rebbolz, Fritz Kaump)
7 - Special Education: goal/objective statements available; program descriptions available, IEP information available. (Hal Rebbolz; Margot Aserlind)

School: Irmo Middle School Complex
Irmo, South Carolina 29063

Contact Person: Dr. Bobbie McEntire, Director

Materials: Career Exploration Program

School: Mariner High School
White Bear Lake

Contact Persons: Tim Rummel, Principal; Ben Kohler, Adviser program; Charles Whitcome; Robert Gabrick; Mary Olson and Tom Kranz, Interdisciplinary Education

Materials: Evaluation Report, North Central Evaluation, Interdisciplinary Curriculum Materials

School District: Milwaukee Public Schools

Contact Person: Mel Yanow

Tests used: TASK (Test of Academic Skills) handout, Brace and Javanovich Proficiency-Reading Standardized Test instrument, Wisconsin Design components--Reading in Content Areas--English, Social Studies, Science, Math

School District: Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, Wisconsin 53208

Materials: Mathematics IGE objectives, grades 6, 7, 8; cumulative record folder

School: Quincy Senior High School II
3322 Maine
Quincy, Illinois 62301

Contact Persons: Richard Heitholt, Principal or Richard Haugh, Coordinator of E.B.C.

Materials: Pamphlets: Education By Choice (an alternative school-within-a-school); Project Individualize Education (P.I.E); Careers for Low Level Students; Renewal--an improvement plan for teachers. Some packets for mini-courses in Social Studies. A decision-making organizational chart from SR. H.S.I.
Tests: Quincy All Choice Continuum (for affective domain)

School: Steuben Middle School
2360 North 52nd Street
Milwaukee, Wisconsin 53210

Contact Persons: Russ Ziemer
Don Luebke

Materials: Learning packs in most subject areas--English, math; abstract of Steuben program.
Tests: Tests of functional literacy: reading, math, writing

School: Webster Transitional School
Cedarburg, Wisconsin 53012

Contact Person: Tom Pautsch

Materials: Webster Three-Year Progress Report; Objective-based curriculum--all skill areas; Teacher Advisor Booklet (Bob Byrne)

Participants

IGE/Secondary Conference, March 13-14, 1978

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